



Lesson Plan
Supports the MOS Core Certification for Excel and Key Applications for IC³ Certification
Sequence 1 of 2

Course: Office Occupations CC/CCTE
 Unit: Microsoft Office Systems (MOS)
 Core Certification – EXCEL 2002
 AND/OR
 IC³ Certifications: Key Applications
 Topic: Using Excel to Identify Macros
 Timeframe: 3.0 hours

<p>ROP ESLR</p>	<p>X #1 Communicating Effectively X #2 Accessing and Managing Job Related Resources #3 Setting Career and Life Goals #4 Accepting Personal Responsibility</p>	<p>California Career Technical Education Model Curriculum Standards: Information Support and Services Pathway A7.1 Know common industry-standard software and its applications.</p> <p>Academic Standards: Grades Eleven and Twelve-Reading Comprehension E1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to draw inferences concerning the meaning of scientific and mathematical terminology.</p> <p>MOS Certification Standard: Core Specialist– Excel</p> <p>IC³ Certification Standard: Module 2 Key Applications-Spreadsheet ■Be able to sort data, manipulate data using formulas and functions and add and modify charts in a worksheet</p> <p>All Aspects of the Industry: Principals of Technology: Technological systems being used in the workplace and their contributions to the product or service of the organization.</p>
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		<p>run, edit, or delete macros as needed.</p> <ul style="list-style-type: none"> Macro recognition recording box, Macro dialog box, daily timed-writing records, Excel, Tools menu. 	
Presentation	45 mins	<p><i>INSTRUCTOR</i></p> <ul style="list-style-type: none"> Students will be instructed to primarily observe teacher's presentation. Instructor will open Excel and explain the advantage of using macros. Make sure students understand that Macros can save you the hassle of manually completing repetitive tasks. Provide associations specifying that macros is like telling Excel to record, then you play your "song" (perform the series of commands you wish to record), and when you're through, you tell Excel to stop recording. At the same time, when you want to hear the "song" later on, you simply tell Excel to run the Macro. Make sure to note that because you record the commands you wish to save without stopping, you should plan out your actions carefully before recording a Macro. If for some reason, while the student is recording and within the process the student makes a mistake, "DON'T STOP RECORDING", fix the problem as if you were working in any cell. The final product is what matters. The other option is, if the mistake was irredeemable, stop the recording and simply "Rerecord" the macro, replacing the original, "messed-up" version with the new improved one. Confirm that the student will overwrite the original, as the student does files and the "Save As" command. Specify whether or not the actions you want to record should be "relative" or "absolute" to the actual cells you select during the macro recording. Make a mental association to recall "Relative" mode. State that the word relative (noun) can be taken into consideration as a family member; therefore, "relative" mode has relationship around the surrounding cells. Make a notation that unless specified, "macros are normally recorded using "Absolute" mode. (create a mental association for recall as absolutely no relatives are invited to my party) Make another important process such as where to save your macro file. State that the students can save a macro in the current workbook, which means that you can run the macro to have it perform commands on any of that workbook's worksheets, or the students can save the macro in a Personal Macro Workbook, which enables the students to use that macro in any workbook on the same computer, and not just the current workbook. Save Current Workbook. Discuss as a class the purpose of using Macros as shortcuts. Discuss the benefits of using macros in Excel. <p>Subsequently, along with the student's interaction, instructor will demonstrate the excel process of how to record a series of commands in a macro.</p>	<p>Instructor computer with Digital projector</p> <p>Open Excel Program</p>
	10 mins	<p><i>STUDENTS</i></p> <p>Instruct students to launch their Excel program and create an Excel worksheet.</p> <p><i>INSTRUCTOR/STUDENTS</i></p> <p>Instructor will demonstrate the steps on how to record a series of commands in a macro. Present, the lesson</p>	
Application/ Activity	5 mins		
	45mins		<p>Student computers and a Excel program, printer</p>

		<p>illustrating the "Say, See, and Do Cycles teaching methodology." Students will observe, then students will practice the exercise.</p> <p>Instructor begins lesson by Choosing Tools> Macro>Record New Macro Click the Macro name box and type a name for the macro, such as CA for California. Students to follow instructor's performance first, and perform action after instructor.</p> <p>To assign a shortcut key to the macro, click the Shortcut key box and type the letter of the shortcut key you wish to use. (Assigning a shortcut to a macro will make it easier to run the macro later because instead of selecting the macro you want to run from the Macro dialog box, you'll be able to start a macro by simply pressing a series of keys. For example is you type H, then you'll be able to run the macro later by simply pressing Ctrl+H.</p> <p>Click the arrow on the Store Macro in box and select where you want the macro stored.</p> <p>Click the Description box and type a short description for the macro. (You can add to the default description, Macro recorded XX/XX/XX by (User Name), by clicking at the end of the sentence and then typing. NOTE: (such as CA to match the California macro)</p> <p>Choose OK.</p> <p>Click the Relative Reference button if needed to change to the mode you wish to use while recording. (When the Relative Reference button is pressed in, relative referencing is turned on, which that cell addresses are stored relatively and adjusted relative to the current active cell location when the macro is replayed. "remember – relatives, cousins, family members"</p> <p>Perform the actions you wish to record the macro. When you are through recording the actions, click Stop Recording button on the Stop Recording toolbar.</p> <p>Have students save their Excel document.</p> <p>The Macros should be recorded and ready to use. Macros can be very effective in our daily working lives. A listing of different Macro topics can be created, such as cities, recreational parks, marinas, beaches, banks, etc.</p> <p>Students should present the printed document to their study group and discuss the benefits.</p>	<p>Instructor Computer</p> <p>Digital Projector</p>
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Lesson Rubric – Identify Macros

Introductory	Developing	Proficient	Exceptional
Able to utilize computer equipment with supervision. Uses a computer to run a few specific, pre-loaded programs. Acquainted with basic spreadsheet functions.	Identifies some equipment and/or tools to complete a specific task. Unable to decipher the Macro process. Can open, create, simple documents. Able to use Excel as a simple spreadsheet application. Needs assistance in the development process.	Understands Excel spreadsheet function. Can use Excel to process written professional work. Able to run macros and integrates features to daily assignments. Works independently without supervision. Meets Business Industry Standards.	Capable of using Excel on an expert level. Incorporates expert functions in daily assignments. Able to recognize and run macros without any difficulty. Applies Macros and integrates its function to other computer applications. Works without supervision. Able to teach others advanced operations.

*adequate = satisfies requirements

Based on your examination of the portfolio entries and the dimensional scores, please review the overall (holistic) score levels described above, and give the portfolio a final, overall score. Please provide a justification for the overall score.

Overall Score: _____

Justification: _____

Student Name and/or ID Number: _____

School: _____ Evaluator: _____